

GRADE LEVEL CONTENT EXPECTATIONS



GRADES K - 8

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Welcome to Michigan's DRAFT Grade Level Content Expectations for Social Studies

A Note from the K-8 Grade Level Content Expectations Work Group

The purpose of social studies instruction is to develop social understanding and civic efficacy. The draft Grade Level Content Expectations (GLCE) that you will review build disciplinary content and processes we believe contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics. We believe that these ideas can be best supported by assessment and instruction that focuses on the Standards for Assessment and the Standards for Teaching and Learning found in the Michigan Curriculum Framework.

Good social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Each year, students should receive instruction that allows them to think and act as historians, geographers, political scientists, and economists. For this type of thinking to occur, teachers should utilize the following disciplinary processes with their students:

- acquiring, organizing, and presenting social studies information
- conducting investigations on social studies questions
- analyzing public issues in our various communities
- engaging in constructive conversation around social studies topics
- composing cohesive essays expressing a position on public issues
- participating constructively as community members

Respect for the underlying values of a democratic society is developed through effective social studies education. In Michigan, our diverse communities expect that all students will have access to quality social studies instruction and assessment. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction, that result in relevant learning experiences.

We recognize that these content expectations, when approved, will provide the necessary framework for deliberate professional development provided through the Michigan Department of Education, professional organizations, regional education service agencies, university teacher preparation programs, and publishing enterprises. Working collaboratively, teachers, administrators, university personnel, government officials, parents, community organizations, and businesses will prepare Michigan students to become productive 21st century citizens.

The K-8 Social Studies GLCE were developed to meet the following criteria, which will be the basis for the field and national review.

RIGOR

What is the level of intellectual demand of the expectations?

- challenging enough to equip students to succeed at the next grade level
- represent the essential core content of a discipline – its key concepts and how they relate to each other

CLARITY

Are the expectations clearly written and presented in a logical, easy-to-use format?

- more than just plain and jargon-free prose
- widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling
- provide guidance for university faculties who will prepare teachers to convey the expectations, and who later receive those teachers' students

SPECIFICITY

Are the expectations specific enough to convey the level of performance expected of students?

- enough detail to guide districts in developing curricula and teachers in planning instruction
- address available time for instruction

FOCUS

Have tough choices been made about what content is the most important for students to learn?

- prioritize facts, concepts, and skills that should be emphasized at each grade level

PROGRESSION

Do knowledge and skills build clearly and sensibly on previous learning and increase in intellectual demand from year to year?

- move from simple to complex, from concrete to abstract
- delineate a progression of knowledge and skills, rather than repetition from grade to grade

COHERENCE

Do the expectations convey a unified vision of the discipline, and do they establish connections among the major areas of study?

- reflect a coherent structure of the discipline and/or reveal significant relationships among the strands, and how the study of one complements the study of another
- represent a “back-mapping” from the high school expectations to a progression of benchmarks that middle and elementary school students would need to reach in order to be “on track” for success in college and work

The K-8 Social Studies GLCE development was guided by the following assumptions:

- Existing grade level organization that uses the “expanding environments” or “expanding horizons” framework will be honored by the grade level content expectations, as it relates to the disciplinary **rigor** necessary for the next grade level.
- The grade level expectations will reflect the Michigan Curriculum Framework Social Studies Content Standards, as well as national history (U.S. and World), civics, and economics standards. These standards provide widely understood **clarity** in the social studies community.
- The grade level expectations will provide **specificity**, including examples that strongly convey the level of performance found in the expectation.
- Integration of disciplinary content (history, geography, civics and government, and economics) and disciplinary processes (inquiry, public discourse/decision-making, and citizen involvement) is necessary to **focus** instruction at each grade level. The focus will be provided through integrated units designed around essential questions, big ideas, key concepts, and enduring understandings.
- Vocabulary lists and clarification documents provide support for an entire set of K-12 expectations, enhancing **progression** and **coherence**. Relationships between content areas can be addressed in the format of the listing of expectations. The spiraling of content and processes from simple to complex, and concrete to abstract, should embrace the relevancy needed for school, work, and college.

We thank you in advance for reviewing this draft and for participating in the evaluation of the grade level focus and rigor, the clarity in the language, the specificity of the statements and examples, and the progression and coherence of concepts and skills within the document.

Understanding Temporary Coding for Social Studies GLCE

The draft K-5 Social Studies GLCE are coded using a three-part system.

Kindergarten example – KH3 = Kindergarten, History Strand, 3rd Expectation

5th grade example – 5Q1 = Grade 5, Inquiry and Decision Making Strand, 1st Expectation

The draft expectations for grade five, middle school, and high school are coded using a system that identifies the expectation in three parts.

5th grade example – 3.3.1 = Era 3, Standard 3, 1st Expectation

6th grade example – 5.2.1 = Region 5, Standard 2, 1st Expectation

7th grade example – 4.2.3 = Region 4, Standard 2, 3rd Expectation

8th grade example – 5.3.6 = Era 5, Standard 3, 6th Expectation

Understanding the Organizational Structure

The Grade Level Content Expectations for Grades 6-8 Social Studies are organized using the structure of the High School Social Studies Content Expectations. In addition to incorporating the Michigan Curriculum Framework Social Studies Content Standards and Benchmarks, the expectations address the national geography and history standards and build the general social studies knowledge, processes, and skills that form the foundation for high school social studies instruction. The structure is shown below. The skills and content addressed in these standards will, in practice, be woven together in a coherent integrated manner in the social studies curriculum. The expectations are meant to inform curriculum and assessment development.

Grades 6-8 Social Studies Organizational Chart		
GRADE 6 Western Hemisphere Studies Geography and History	GRADE 7 Eastern Hemisphere Studies Geography and History	GRADE 8 Integrated U.S. History
<i>General Knowledge [Imbedded in Grades 6-8 standards and expectations]</i>		
KI General Knowledge KI.1 Understand and analyze historical, geographic, political, and economic relationships, patterns, and trends. KI.2 Understand historical, geographic, political, and economic perspectives. KI.3 Understand the diversity of human beings and human cultures. KI.4 Analyze events and circumstances from diverse perspectives. KI.5 Understand social problems, social structure, institutions, class, groups, and interaction. KI.6 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems. KI.7 Integrate concepts from at least two different social studies disciplines. KI.8 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.		
<i>Processes and Skills [Imbedded in Grades 6-8 standards and expectations]</i>		
PI Reading and Communication – read and communicate effectively. PI.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details. PI.2 Analyze point of view, context, and bias to interpret primary and secondary source documents. PI.3 Understand that diversity of interpretation arises from frame of reference. PI.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose. PI.5 Present a coherent thesis when making an argument, support with evidence, and present a concise, clear closing. P2 Inquiry, Research, and Analysis – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses; engage in reasoned and informed decision making that should characterize each citizen's participation in American democracy. P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems. P2.2 Read and interpret data in tables and graphs. P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively. P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied. P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.		

Grades 6-8 Social Studies Organizational Chart

GRADE 6 Western Hemisphere Studies Geography and History

GRADE 7 Eastern Hemisphere Studies Geography and History

GRADE 8 Integrated U.S. History

Processes and Skills (continued)

P3 Public Discourse and Decision Making

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions.

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

P4 Citizen Involvement – Responsible Personal Conduct

P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.

P4.2 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

Disciplinary Knowledge

- G1 Geographical and Historical Knowledge and Perspective
- G2 Geographical and Historical Analysis and Interpretation by and across Regions and Time
- G3 Geographic Analysis of Culture and Global Issues by Regions
- G4 Connections within the Western Hemisphere
 - Tools and Uses of Geography
 - Canada
 - United States
 - Mexico
 - Central America
 - South America
 - Caribbean
- C Civic Perspective
 - Purposes of Government
- E Economic Perspective
 - Business Choices
 - Economic Systems
 - Economic Interdependence

Disciplinary Knowledge

- G1 Geographical and Historical Knowledge and Perspective
- G2 Geographical and Historical Analysis and Interpretation by and across Regions and Time
- G3 Geographic Analysis of Culture and Global Issues by Region
- G4 Connections within the Eastern Hemisphere
 - Tools and Uses of Geography
 - Peopling of the Eastern Hemisphere
 - Africa
 - Asia
 - Europe
 - Russia
 - Australia and New Zealand
 - Small Island Countries
 - Antarctica
- C Civic Perspective
 - Purposes of Government
- E Economic Perspective
 - Business Choices
 - Economic Systems
 - Economic Interdependence

Disciplinary Knowledge

- U1 Historical and Geographic Knowledge and Perspective
- U2 Historical and Geographic Analysis and Interpretation
- U3 Thematic Analysis of U.S. History Eras 3-5
 - Era 3 – The New Nation 1776-1800
 - Era 4 – Expansion and Reform 1792-1861
 - Era 5 – Civil War and Reconstruction 1850-1877
- C Civic Perspective
 - Conceptual Foundations
 - Origins and Foundations of U.S. Government
 - Functioning of U.S. Government
 - U.S. in World Affairs
- E Economic Perspective
 - Business Choices
 - Economic Systems
 - Role of Government

USHG ERA 1 – BEGINNINGS TO 1620 (See 5th Grade Expectations)

American Indian Life in the Americas
European Exploration and Conquest
Three World Interactions

USHG ERA 2 - COLONIZATION AND SETTLEMENT (1585-1763)

(See 5th Grade Expectations)

European Struggle for Control of North America
Sub-Saharan African Life, Atlantic Slave Trade, and Origins of Black America
Comparative Life in Colonial America

United States History Eras Addressed in Grade 8

USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754-1800s)

Causes of the American Revolution (See 5th Grade Expectations)
The American Revolution and Its Consequences (See 5th Grade Expectations)
Creating New Government(s) and a New Constitution (Introduced in 5th Grade; Begins 8th Grade Expectations)

USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

Political Growth and Challenges to an Emerging Nation
Regional and Economic Growth
Reform Movements

USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

Abolition and Anti-Slavery
Civil War
Reconstruction

FOUNDATIONAL ISSUES IN UNITED STATES HISTORY AND GEOGRAPHY

Foundational Expectation 1:

Geographic, Economic and Demographic Transformations of America (to 1791)

To set the stage for the study of the U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of the growth and settlement patterns from pre-Columbian times through 1791, and should be able to discuss the *similarities and differences* among the various regions of the United States focusing upon geographic, economic (including agricultural and industrial development), demographic (including changes in urban and rural landscape, immigration and migrations), and social changes (including ethnic, religious, and racial relationships), and explain how these influenced American life.

Foundational Expectation 2:

Political, Intellectual and Social Transformations of America (to 1791)

To set the stage for the study of the U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of **major political, intellectual, and social changes and accomplishments** of American society by analyzing the way that American society defined and moved toward and/or away from its core ideals as reflected in the Declaration of Independence, the U.S. Constitution (including the Preamble), and the Bill of Rights.

Using the American Revolution as a touchstone, students will develop an argument/narrative about the changing character of American political society by discussing the birth and subsequent developments of republican government over time, competing views of the role and responsibilities of governments (federal, state and local), and America's role in the world. Over this time period, students will also explain the changes or continuity in race and ethnic relations (conflict and cooperation), role of women, and conditions of labor.

USHG ERA 3 – REVOLUTION AND THE NEW NATION**3.3 Creating New Government(s) and a New Constitution**

Explain some of the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. [Foundations for Civics HSCE Standard 2.2.]

Note: Expectations 3.3.1 – 3.3.5 address content that was introduced in Grade 5, but ask for explanation and analysis at a higher level than expected in Grade 5. They are included here to support in-depth discussion of the historical and philosophical origins of constitutional government in the United States. (CE 3.3.6).

- 3.3.1 Explain the geographic and political reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands).**
- 3.3.2 Analyze the developments of new state constitutions and explain how these embodied the ideas of the American Revolution.**
- 3.3.3 Analyze the major debates that occurred at the Constitutional Convention including but not limited to debates over the regional (north to south) distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.**
- 3.3.4 Explain how the new constitution resolved (or compromised) these debates including but not limited to sharing of power among institutions, dual sovereignty (state-federal power), rights of individuals, Electoral College and its relationship to population, the recognition of American Indian land claims and rights, and the geographic and numerical distribution of enslaved people.**
- 3.3.5 Analyze the shifts in population that began during colonial times, with emphasis upon the urban settlements along the fall line (physical geography); the opportunities for developing water power for grist mills, sawmills, and other industries; and the significance of river navigation on the coastal plain.**
- 3.3.6 Explain the reasons for the passage of the Bill of Rights and how it reflected the concept of limited government and protections of basic freedoms.**
- 3.3.7 Explain the historical and philosophical origins of constitutional government in the United States using ideas found in the Magna Carta, John Locke's Second Treatise, Montesquieu's Spirit of Laws, English Bill of Rights, Mayflower Compact, Thomas Paine's Common Sense, Northwest Ordinance, Virginia Statute of Religious Liberty, Declaration of Independence, Articles of Confederation, selected Federalist Papers.**

USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

4.1 Political Growth and Challenges to an Emerging Nation

Using documents, maps, and historical evidence, analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.

- 4.1.1 **Washington's Farewell** - Use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the success of subsequent presidents, including John Adams, Thomas Jefferson and Andrew Jackson, to heed Washington's advice.
- 4.1.2 **Ethnic and Regional Diversity** - Using maps and charts, describe and explain the growing regional, religious, and ethnic diversity of the emerging nation, and the challenges this presented to the new government, particularly the waves of immigration from Northern Europe and the growth of cities.
- 4.1.3 **Religious Diversity** - Describe important religious trends that shaped antebellum America including the increase in the number of Protestant denominations, the Second Great Awakening, and the influence of these trends on the reaction of Protestants to the growth of Catholic immigration.
- 4.1.4 **International Policy** - Analyze the international challenges the new nation faced in the early 19th century, including
 - the political, economic and military consequences of the French Revolution, Napoleonic Wars, and War of 1812, particularly the war in the Great Lakes
 - the wars with American Indians, the major treaties with the American Indian nations, Trail of Tears, development of the American Indian Reservation System, the Termination Policy, and subsequent outcomes of treaties with American Indian nations
- 4.1.5 **Political Parties** - Explain how political parties emerged out of competing ideas reflected in the various positions of Thomas Jefferson and Alexander Hamilton concerning relative power of the national government, foreign policy, economic policy, including the creation of a national bank and assumption of revolutionary debt.
- 4.1.6 **Presidential Policies** - Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), Thomas Jefferson (1801-1809), and Andrew Jackson (1829-1837).
- 4.1.7 **Supreme Court Action** - Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in *Marbury v. Madison* (1803) and Jackson's response to judicial review.

4.2 Regional and Economic Growth

Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.

- 4.2.1 **Northeast** - Explain the significance of the growth of the textile industry, "new" immigration, the rise of the business class, and the transportation revolution (e.g., canals, roads, turnpikes, steamboats and railroads).
- 4.2.2 **South** - Describe the development of Southern aristocracy (e.g., "slavocracy"), class diversity in Southern society, and the rapid growth of slavery generated by the impact of the cotton gin.
- 4.2.3 **Westward Expansion** - Using a map of North America, explain the expansion and settlement of the West, the Louisiana Purchase, including the removal of American Indians from their native lands and the growth of a system of commercial agriculture.
- 4.2.4 **Manifest Destiny** - Using primary and secondary sources, evaluate the impact of the idea of Manifest Destiny on U.S. expansion and control of North America.
- 4.2.5 **Consequences** - Using geographic and historical evidence, develop an evidentiary-based argument about the positive and negative consequences of territorial and economic expansion.
 - Identify instances of disparities (e.g., slavery, human conditions, including treatment of American Indians and African Americans) between the American ideal of equality and reality; identify decisions to reduce these disparities.

4.3 Reform movements

Analyze the growth of antebellum American reform movements.

- 4.3.1 Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education.
- 4.3.2 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism, including Frederick Douglass, William Lloyd Garrison, Sojourner Truth, and Harriet Tubman.
- 4.3.3 Analyze the goals and effect of the antebellum women's suffrage movement (e.g., the 1848 Seneca Falls Convention and Declaration, Susan B. Anthony, and Elizabeth Cady Stanton).

USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

5.1 Abolition and Anti-Slavery

Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.

- 5.1.1 Describe growth of the abolitionist movement prior to the Civil War by considering the role of religion and of key abolitionist leaders (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Theodore Weld, William Lloyd Garrison, and Frederick Douglass).
- 5.1.2 Evaluate gradual abolition of slavery in early state constitutions, and the role of the Northwest Ordinance in banning of slavery in new states north of the Ohio River.
- 5.1.3 Discuss the importance of the slavery issue raised by the annexation of Texas and by California's admission to the union as a free state under the Compromise of 1850.
- 5.1.4 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), the Lincoln-Douglas debates (1858), and the Free Soil Movement.
- 5.1.5 Describe the lives of free blacks and escaped slaves, and analyze the Fugitive Slave Act's impact on freedom and economic opportunities.
- 5.1.6 Analyze the slave resistance and its role in the coming of the Civil War.

5.2 Civil War

Evaluate the multiple causes, key events, and complex consequences of the Civil War.

- 5.2.1 Using maps, identify the expansion of slavery in new territories and the points of dispute over this expansion.
- 5.2.2 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
- 5.2.3 Using maps, trace the boundaries constituting the North and the South; describe the geographical differences between the two regions, and the differences between agrarians and industrialists.
- 5.2.4 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

5.2 Civil War — continued

- 5.2.5 Discuss Abraham Lincoln's presidency, his significant writings and speeches, and their relationship to the Declaration of Independence, e.g., his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
- 5.2.6 Compare and contrast the advantages and disadvantages of Union and Confederate diplomatic and military strategies, including views of key leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee).
- 5.2.7 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, surrender at Appomattox, and lives of soldiers, including those of black soldiers and regiments.
- 5.2.8 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

5.3 Reconstruction

Using evidence, develop an argument regarding the character and consequences of Reconstruction.

- 5.3.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
- 5.3.2 Identify the push-pull factors in the movement of formerly enslaved people to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
- 5.3.3 Analyze the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation, Black Codes.
- 5.3.4 Trace the rise of the first Ku Klux Klan and describe the Klan's impact on American life.
- 5.3.5 Analyze the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and explain their connection to Reconstruction.
- 5.3.6 Evaluate the decision to remove Union troops in 1877 and its impact on the end of Reconstruction.

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